R E P O R T  R E S U M E S

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AN EXPERIMENT, WITH EVALUATION, IN THE ERADICATION OF ADULT ILLITERACY BY USE OF TELEVISION INSTRUCTION OVER A STATE EDUCATIONAL TELEVISION NETWORK SUPPLEMENTED BY SUPERVISED GROUP VIEWING.

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THE APPLICATION OF THE LAUBACH METHOD TO TEACH ILLITERATE ADULTS BY TELEVISION WAS REPORTED. THE PROGRAM INVOLVED 600 STUDENTS OF WHOM 250 COMPLETED THE COURSE OF STUDY. THE STUDENTS WERE ILLITERATES ABOUT 40 YEARS OF AGE WITH 2 TO 3 YEARS OF FORMAL SCHOOLING. LESSONS WERE PREPARED AND TELECAST USING MATERIAL DEVELOPED BY F.C. LAUBACH. CLASSES WITH DIRECT TEACHING WERE ALSO ORGANIZED. EVALUATIONS WERE MADE OF THE LITERACY TRAINING BY QUESTIONNAIRES, ADMINISTRATION OF VARIOUS ACHIEVEMENT TESTS, AND OBSERVATIONS BY THE STAFF. INDICATIONS WERE THAT BOTH THE TELEVISION AND DIRECT TEACHING GROUPS SCORED EQUALLY WELL ON WORD KNOWLEDGE AND DISCRIMINATION. THERE IS NEED FOR MATERIALS OF ADULT-INTEREST LEVEL TO AID IN THE DEVELOPMENT OF LITERACY TRAINING PROGRAMS. THE AUTHOR CONCLUDES THAT TELEVISION INSTRUCTION, WITH SUITABLE SUPPLEMENTARY MATERIAL, CAN VERY ADEQUATELY MEET THE NEED FOR A CRASH PROGRAM ON ILLITERACY. (JK)

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NELL PEERSON, PROJECT DIRECTOR

TITLE VII PROJECT NUMBER 417
NATIONAL DEFENSE EDUCATION ACT OF 1958
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TABLE OF CONTENTS


Page

LIST OF ILLUSTRATIONS . . . . . vi

LIST OF TABLES. . . . . vii

Chapter

I. INTRODUCTION. . . . . 1

Purpose of the Project
Previous Research
Organization of the Report

II. ORGANIZATION OF THE LITERACY PROJECT. . . . . 5

Area Covered by the Project
Administrative Organization of the Counties
Methods Used for Identifying and Enrolling Students
Organization of the Centers

III. METHODOLOGY . . . . . 15

Supplementary Material

IV. EVALUATION OF THE LITERACY TRAINING . . . . . 21

Student Enrollment and Student Retention
Achievements of the Students

V. OBSERVATIONS CONCERNING THE PROJECT . . . . . 41

Summary of Volunteer Teacher Questionnaire
Student Responses and Reactions

VI. SUMMARY AND IMPLICATIONS. . . . . 53

REFERENCES . . . . . 55

APPENDIX . . . . . 56

A-Materials Used in the Project
B-Tests Developed for the Project
C-Sample of Newspaper

## LIST OF ILLUSTRATIONS


Figure | Page

1. Map of Area Covered by Project . . . . . 7
2. Students Viewing Televised Lessons in Centers. . . . . 11
3. A Grandmother Working Diligently on her Lessons. . . . . 16
4. A Student Proudly Displays his Work. . . . . 19

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | Enrollment and Termination in Relation to Type of Program, Sex, and Race | 22 |
| 2. | Enrollment and Drop-Out by Age and Sex | 22 |
| 3. | Enrollment and Drop-Out by Occupation and Race | 23 |
| 4. | Enrollment and Drop-Out by Highest School Grade Attended | 24 |
| 5. | Total Drop-Outs by Reasons--Television and Person-to-Person | 26 |
| 6. | Score Distributions of Three Adult Groups and of Second Grade Pupils on Informal Test 1 | 29 |
| 7. | Score Distributions of Two Adult Groups and of Second and Third Grade Pupils on Informal Tests 2 and 3 | 31 |
| 8. | Distribution of Total Score on Test 4 for Television and Person-to-Person Groups and for Public School Second and Third Graders | 32 |
| 9. | Distribution of Grade Equivalents for Part Scores of Metropolitan Reading Test for Television and Person-to-Person Groups | 33 |
| 10. | Median Scores on all Tests for Separate Age and Sex Sub-Groups ("Television Completed" Group) | 35 |
| 11. | Medians on Reading Tests for Two Occupational Sub-Groups of Men ("Television Completed" Group) | 35 |
| 12. | Median Scores on Reading Tests for Sub-Tests by Years of Schooling and by Previous Reading ("Television Completed" Group) | 37 |
| 13. | Rating of Writing Sample by Grade of Previous Schooling and Previous Ability to Read | 39 |

# CHAPTER I

## INTRODUCTION

Interest in literacy in the United States has greatly increased during the past ten years. This has resulted from the national demand for modern scientific and technical advances and higher levels of occupational skills. "Tasks that once required laborers now call for skilled mechanics. What used to demand mechanics now demands technicians. What once required technicians now requires engineers, mathematicians, or scientists. Occupational training is as necessary for adults as for youth."[1]

Literacy is basic to the personal development and well-being of the individual. It is also significantly related to our national defense and security, our social and economic progress, and our cultural and political development. The 1957 survey of the Bureau of the Census revealed that more than nine million adults in the United States were functionally illiterate (had completed less than five years of elementary schooling). Two and one-quarter million persons had completed no years of schooling. This survey also revealed that every state in the union had large numbers of functionally illiterate adults.[2]

The greatest incidence of illiteracy is in the South. Alabama is among the states having a high percentage of illiteracy. Of the people

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[1]Address delivered May 24, 1960 by Wayne O. Reed, Deputy Commissioner of Education, at the Third National Institute for State Directors or Supervisors of General Adult Education.

[2]Ambrose Caliver, "Needed: Another Crash Program," Adult Leadership, (October, 1958).

in this state twenty-five years of age and over, 22.06 percent are functionally illiterate. Only four of the five states have a higher rate of illiteracy than Alabama.[3]

Alabama is the first, if not the only, state to establish an official state-owned education television network. To match available resources against existing needs, an experiment, with evaluation, in the eradication of adult illiteracy by use of television instruction over this network was conducted during the 1960-61 academic year. This experiment was made possible through a grant from the United States Office of Education, Department of Health, Education, and Welfare, under provisions of Title VII of the National Defense Education Act of 1958. The experiment was administered through Florence State College, Florence, Alabama.

## Purpose of the Project

The purpose of this project was to (1) apply an adaptation of the Laubach method of teaching reading and writing to illiterate adults by means of state-wide television instruction (98 programs), (2) provide supplementary group instruction (by personnel trained for this project) in eleven counties, and (3) evaluate the effectiveness of this instruction.

The evaluation design included consideration of the following areas:

(1) The nature of the sample students with which the project dealt, included such factors as age, sex, occupation, initial level of literacy, etc,

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[3]U. S. Department of Commerce, Bureau of the Census, United States Census of Population, Alabama, Washington, 1950; pp 2-85, 86, 87. (The U. S. Bureau of the Census reports that the 1950 Census figures on illiteracy are the latest available).

(2) The nature and extent of growth in literacy accomplished by individuals and by the total group while participating in the program, insofar as definitive measures could determine. Pre, intermediate, and post-tests were given,

(3) The characteristics of the "drop-outs" from this program and how they differed from those who completed the course,

(4) The major reasons for "drop-outs",

(5) The measurable impacts on personality or outlook resulting from growth in literacy.

## Previous Research

In the spring of 1960, a questionnaire was sent to departments of education in all of the states and to Puerto Rico and the Virgin Islands. Questions were asked about classes in literacy. A second questionnaire relative to methods and materials used and mass media employed was sent to those departments reporting classes in literacy.

Although not all of the questionnaires were returned, the number received was sufficient to indicate that very little is being done in the United States for adults in literacy instruction. Only five states reported that any literacy teaching was being done through television. All of these states were contacted, and the report was given that no program included a well organized plan for evaluation.

D. W. Allen, Assistant Superintendent of Ohio State Reformatory, has just published a booklet in which he reports the use of the kinescopes and teaching materials that were used in this experiment. The group included in Allen's project differs in many respects from that of the present study. Most notable is the fact that the median grade of claimed education in Allen's group was 7.9 years. Thus, the typical student had been exposed to about eight years of previous schooling, even though his educational achievement at the beginning of the training

period was only that of beginning second grade. For this group very rapid improvement was reported during a period of from four to sixteen weeks of rather concentrated instruction by the Laubach method. Gains in achievement level ranged from 1.7 years for the four-weeks group to 2.5 years for the-sixteen weeks group, and averaged 2.1 years for the total of 288 cases. One might suspect that the gain was so rapid partly because the teaching represented a review and re-establishment of a previously higher level of skill, and perhaps partly because practice effects stemmed from the initial testing. However, even if one takes account of these possibilities, the results appear quite impressive.

No other report has been found in which an attempt is made to evaluate the effects of presenting literacy training by television.

## Organization of the Report

The chapter following this introduction describes the organization of the project. This is followed by a chapter outlining the methodology and the supplementary material used in the classes. In the succeeding chapter, a description of the students who enrolled for the course, completed it, and dropped out is given, and an analysis is made of their achievements. This is followed by a chapter which comprises responses to the program given by volunteer teachers and the students. The final chapter is a brief summary of the results of the project, with some significant implications.

# CHAPTER II

## ORGANIZATION OF THE LITERACY PROJECT

### Area Covered by the Project

The literacy project officially began in June, 1960. A director and six area supervisors comprised the staff to organize and supervise the project. All of these persons have had special training in the techniques of literacy instruction. The person selected to design the research and evaluative processes was an educator competent in the field of tests and measurements, and familiar with and interested in the problems of education for literacy among adult non-readers. He was employed on a part-time basis.

Eleven counties in North Alabama were included in the experiment. They were selected after a consideration of the following factors:

(1) their proximity to Florence State College,

(2) adequacy of the signal from Alabama Educational Television Network,

(3) the interest of local leaders, and the availability of volunteer services and donated facilities,

(4) a substantial rate of illiteracy.

An invitation to participate in the project was extended to each county superintendent of education by the President of Florence State College through a letter which explained the scope of the proposed project. An appointment was then made for the director of the project to visit that county and make preliminary plans for setting up the program in that county.

In addition to the eleven counties selected, two cities in neighboring counties became a part of the program. Later, classes were organized in another city in an adjoining county. (see map on page 7 for area covered).

The total land area included in the eleven counties is 8,361 square miles, or the average of 760 square miles per county. The total population of this area is 1,087,062. While 17.2 percent of these are Negro, one county has as high as 37.3 percent, and another as low as 0.6 percent non-white residents. Of this area, 37.5 percent is urban. One county is as high as 80.3 percent urban, while another county is only 0.3 percent urban.[1]

An average of 23.3 percent of the gainfully employed persons in the eleven counties are engaged in manufacturing. In one county as many as 43.6 percent are working in industry. In another, as few as 9.5 percent. In the eleven-county area 25.9 percent of the adult population are employed in agriculture. Here again, the range is wide: 58 percent in one county and 1.3 percent in another.[2]

Within the eleven counties are one university, three four-year colleges, one junior college, and five non-white colleges. Of the adults 25 years of age and over in this area, 105,310 are functionally illiterate. Of this number, 18 percent, or 19,430, have had no schooling.[3]

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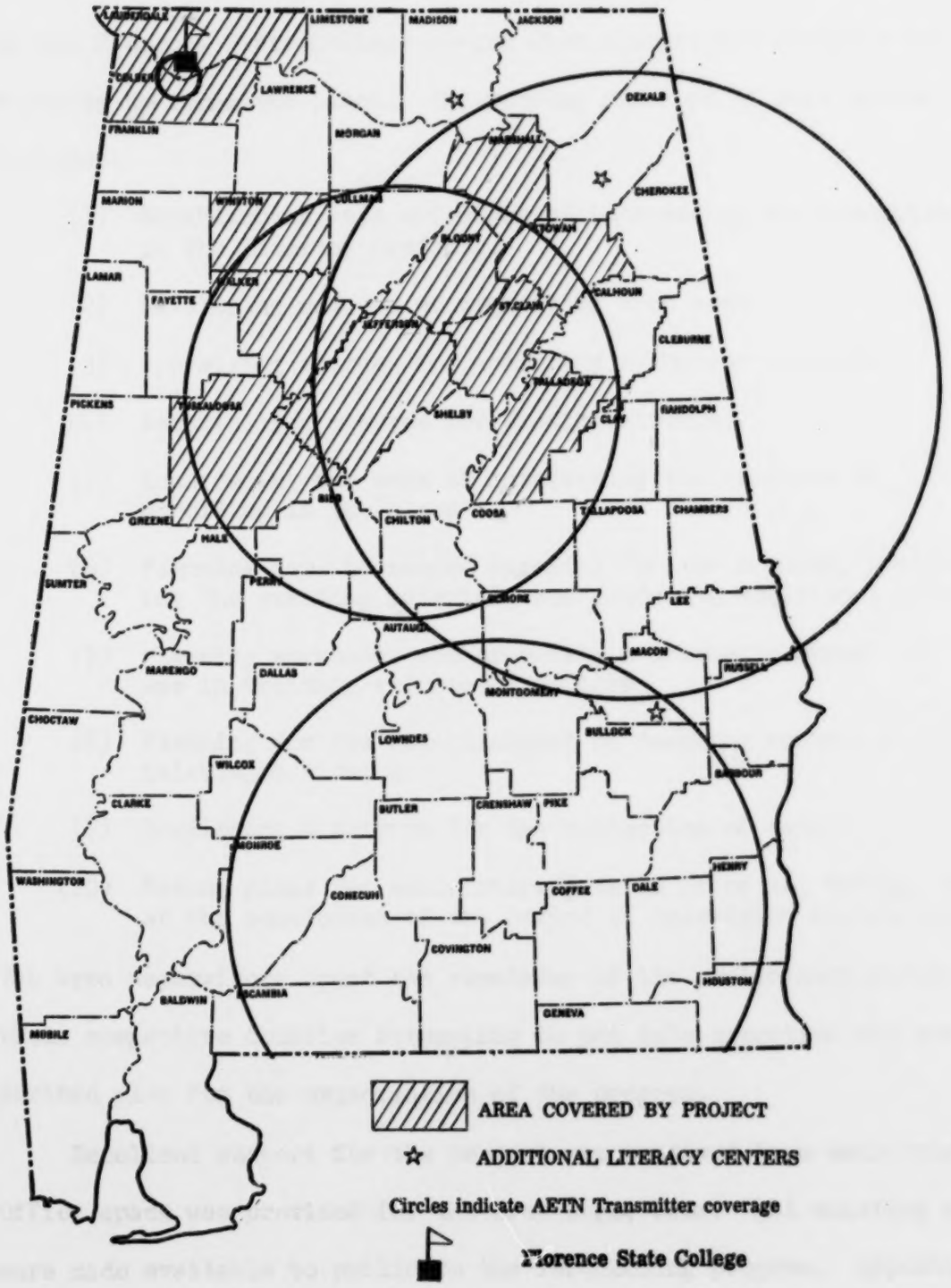
[1]U. S. Department of Commerce, Bureau of the Census, A Statistical Abstract Supplement County and City Data Book: 1956. Washington, Table 2, p. 10.

[2]Ibid.

[3]Ibid.

FIGURE 1 – DESCRIPTION OF AREA COVERED BY PROJECT



## Administrative Organization of the Counties

For the first three weeks of the project, the area supervisors met on the Florence State College campus with the project director and consultants to formulate plans. The working sessions of this period included:

(1) Establishing ways and means of interesting the communities in the literacy project,

(2) Developing methods of organizing each area

(3) Appraising sources for enlisting volunteer teachers

(4) Ascertaining sources for finding students.

(5) Considering the ways of interesting the students in enrolling in the classes.

(6) Planning for the needed material for the program, reviewing the existing material, and producing additional material.

(7) Planning workshops and preparing a teacher's manual to use in training volunteer teachers

(8) Planning for the establishment of teaching centers for television viewing

(9) Developing a program for the collection of data.

(10) Making plans for administering tests prior to, during, and at the conclusion of the period of television instruction.*

The area supervisors spent the remainder of the preliminary period in their respective counties attempting to put into operation the prescribed plan for the organization of the program.

Excellent support for the project was received from each county. Office space was provided for the area supervisor. All existing media were made available to publicize the forthcoming program. Appeals were

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*See Appendix A for reference to samples of forms, organizational plans, and teaching material.

made to enlist volunteer workers and find students. Although not all of the counties supported a formal organization, the program seemed to move more smoothly and had more definite on-going effects where a strong organization was maintained.

The plan formed for county or community organization included the usual officers and the following committees:

(1) Publicity Committee,

(2) Committee to identify and enroll students,

(3) Committee to recruit men and women to attend workshops in order to serve as volunteer teachers,

(4) Committee to find teaching centers and procure television receiving sets,

(5) Finance Committee (where necessary).

Methods Used for Identifying and Enrolling Students

Leading psychologists and educators agree that all adults, with the exception of the extremely slow learners, have sufficient mental maturity to learn to read with considerable ease.[4] For this reason, there was no screening of persons invited to attend the classes.

> Experience has shown that adult illiterates are hard to reach and bring into educational programs. Many of them work hard for a living. Their hours are long and sometimes irregular. Some see little value in learning to read; they "get along" all right without it. Some are timid or embarrassed about going to school. They are afraid the lessons will be difficult. Some live in areas remote from schools.[5]

To aid in identifying and enrolling adult non-readers, committees were briefed on the best ways to approach prospective students and to give them the information necessary to bring them to the centers.*

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[4]Paul Witty, "Campaign Against Illiteracy," National Parent Teacher, LIII (November, 1958), 22.

[5]Ibid.

*See Appendix A for "Helps for Calling on Prospective Students."

Various organizations and industries were contacted to get the names of prospective students.* An attempt was then made to contact these students through (1) personal visitation; (2) announcements made through newspapers, television, and radio; (3) announcements in churches, PTA groups, and other organizations; (4) posters placed in public buildings and stores; and (5) announcements taken home by school children.

Of the students enrolled in the classes who reported the ways in which they learned about the program, 53 percent came through personal invitations extended by employers, members of the family, friends, or committee members designated to interview the students; 15 percent learned about the classes through radio; 13 percent through newspapers; 11 percent through church announcements; 5 percent over television; and the remaining students learned about the program through PTA, the unemployment office, or rehabilitation centers.

## Organization of the Centers

The first literacy lesson was telecast from 8:30 to 9:00 on Wednesday night, September 28. Lessons were telecast thereafter, with the exception of the Christmas holidays, on Monday, Wednesday, and Friday nights. The 98 lessons in the complete course were on kinescopes procured from WKNO-TV, Memphis, Tennessee. They were based on literacy material prepared by Dr. Frank C. Laubach.

Each student was provided with a kit of material which included the basic reading book, Streamlined English,** and a set of writing books that correlated with the material presented on the kinescopes.

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*See Appendix A for reference to list, "Recruitment of students."

**See Appendix A for list of basic textbooks.

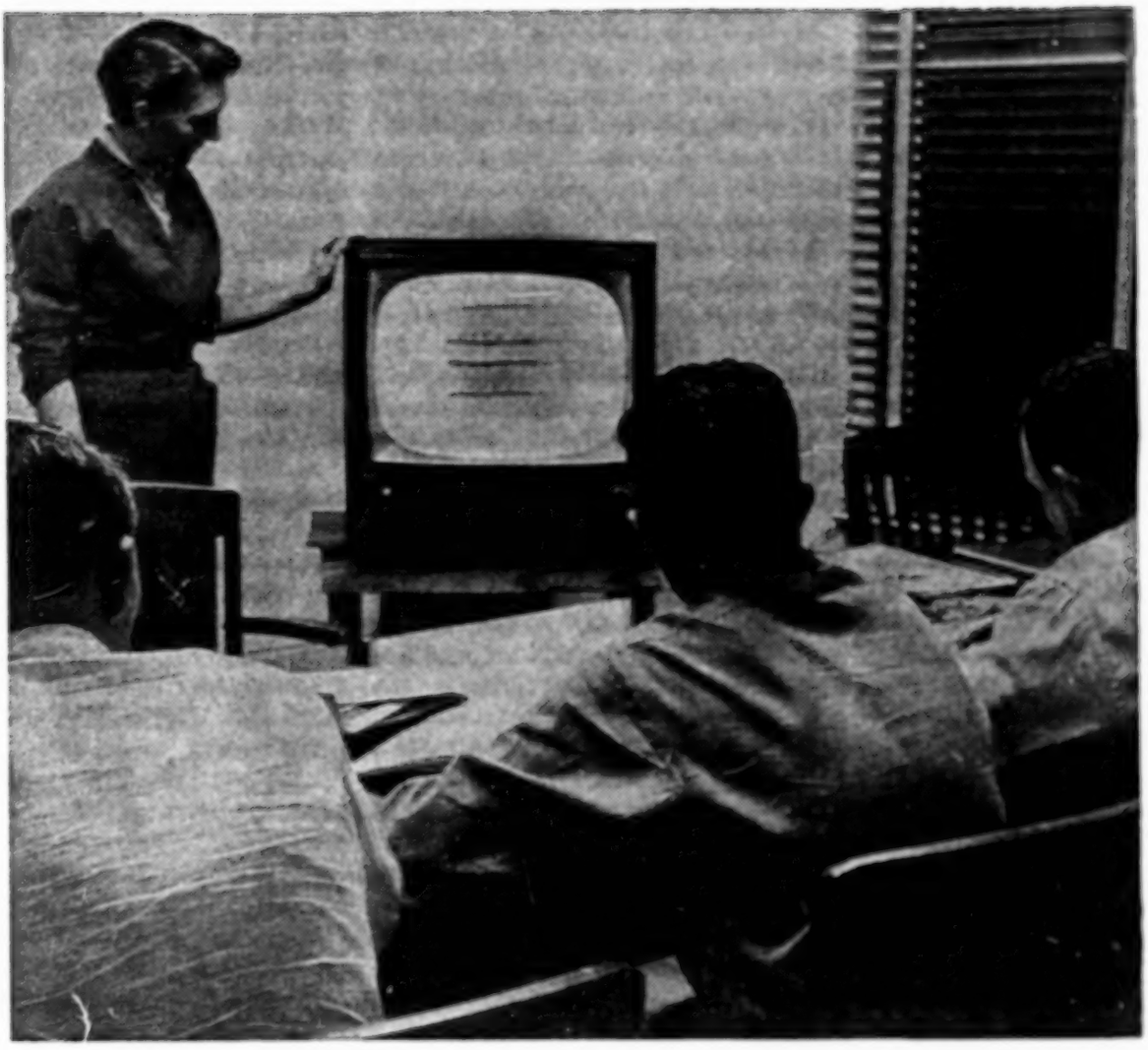

Figure 2. Students viewing televised lessons in centers

Students were encouraged to gather in centers to view the lessons in order that they could obtain assistance in interpreting the lessons and receive additional help in reading, writing, and ear training. This supplementary work was offered for one-half hour prior to the telecasting of the lessons. The people who assisted the students in this way volunteered their services and were called volunteer teachers. Before the television series started these volunteers were given five hours of specialized instruction by the area supervisor.

In addition to assisting the students in the way described above, the volunteer teachers were responsible for opening and closing the

centers, administering the program, and reporting any physical difficulties to the area supervisor. Although the original plan was for a special committee to contact absentees and encourage them to return to the classes, the volunteer teachers frequently had to assume this responsibility. In many cases the volunteer teachers made arrangements to meet special needs of the students by assisting in finding employment, arranging for eye examinations or special medical treatment, and helping the students meet requirements for entering trade schools.

It was planned that a minimum of three volunteer teachers be assigned to each center, and it was hoped that each teacher could work for a length of time that would assure continuity. After the program was under way, it was found that the pattern of volunteer service was different in each area. In some instances volunteers worked in pairs for one or two weeks at a time. On the last night of that period the incoming volunteer teachers attended the classes to observe the work being done and to make plans for the next period of service. In some areas the centers had different volunteer teachers each night. In another pattern, two teachers worked every Monday night, two different ones worked on Wednesday nights, and two other volunteer teachers worked Friday nights. There was no clear evidence that any one pattern was better than any other as far as attendance or progress of the students was concerned.

In addition to the volunteer teachers working in a center, students from the sociology and education departments of a college or university in some of the areas assisted in enrolling students and administering tests. A few of the students served as volunteer teachers.

It was found that classroom teachers, particularly primary teachers, already having basic teaching skills learned to work with the students

more quickly than those who had no previous training. However, in many instances it was found that adults who had a fair degree of skill in reading made excellent volunteer teachers. This success resulted from their desire to help their fellow men and their willingness to sacrifice the time required to assist in the centers.

Experience has shown that the volunteer teacher isthe key person in a literacy program. His attitude toward the students and the project is the determinant factor for success or failure.

In many areas classes were held in school buildings where television sets were already available. In other areas churches, recreation centers, and even homes were used. Television sets were lent or given to the centers by business establishments, organizations, or individuals.

Students themselves showed a desire to have a part in making the classes available. In one particular community the school building was closed to the literacy class because of the expense of heating the entire building for only one group. Room was obtained in the vocational school, but there was no television set available. The members of the class raised money to purchase a set.

In another place the school authorities required that the janitor be retained to open the school for the literacy class. The members of this group contributed the money to pay for this extra service.

Enrollment was closed to students entering the TV classes shortly after the beginning of the program unless there were opportunities provided for them to make up the lessons they had missed. Circumstances such as changing jobs caused some students to have to terminate the TV classes. To meet the needs of these individuals and those who enrolled too late to enter the TV classes, centers were organized. Since some

remote sections of the area could not receive a good signal from the AETN, classes with direct teaching were organized. These classes will be referred to as "person-to-person" classes, or PP, to distinguish them from the TV classes.

Some of the students had completed a previous course but felt the need of taking the course again. These were called "repeaters" and were in the TV classes. Another group of TV students were non-English speaking. While they watched the television lessons, slightly different techniques were necessary in order to get the lessons across. The total number of students enrolled in all of these categories was 608. In addition to these were some 57 students who bought materials and received instruction from volunteer teachers. They did not finish the textbo[illegible] or the 98 lessons in time to be counted in the program.

There is no way of knowing how many watched the television lessons at home, although letters, phone calls, and personal contacts gave proof of a number of such cases.

In addition to the preliminary work of organizing the various communities for the literacy program and conducting workshops for the volunteer teachers, the duties of the area supervisors were to assist in all phases of the program. They regularly visited the classes, encouraged the students and volunteer teachers, substituted in the centers when necessary, helped to prepare or provide supplementary material, and frequently visited the students who had dropped out. They gathered the research data and supervised the administering of the tests. The supervisors endeavored to maintain community interest in the program by speaking to organizations and furnishing news items for publicity purposes.

# CHAPTER III

## METHODOLOGY

The basic material used in this program is based on the method developed by Dr. Frank C. Laubach. This method, developed from the principle that an adult learns better through association, teaches the letters of the alphabet and the sounds of the letters through picture associations and key words. The student moves from the known, the picture of a familiar object, to the unknown, the printed word. Repetition of the word at least five times helps to fix the word in the learner's mind. The student moves from the whole word to the part, the beginning sound and letter.

In the beginning of the reading book, Streamlined English, five charts introduce a sound for each consonant, the short vowel sounds, and the names of all the letters. The accompanying stories give the learner immediate experience in reading. These charts are followed by twenty lessons, each of which introduces one vowel sound and the regular ways of writing that sound. The last ten lessons which deal with consonants treat the regular ways of spelling English. Irregularly spelled words are re-spelled phonetically just once. The lesson content of Streamlined English is of adult interest with pictures to aid the learner in achieving maximum comprehension.

### Supplementary Material

About six weeks after the program started, the publication of a weekly newspaper was begun. Since in the beginning the paper had no

name, students were asked to send in suggestions, and from these the name, The Lamplighter, was chosen. (See Appendix C for sample).

The issues usually carried current news of state, national, or international events. Current news articles were supplemented by the life of a famous person; an event from the history of our nation; information on subjects like fishing, insects, gardening; sports; and fiction. In addition, each issue had a crossword puzzle, a word game, or similar exercises. Traffic rules and safety signs were another feature of The Lamplighter. An occasional recipe, do-it-yourself article, joke, or riddle provided variety. These articles increased in difficulty as the program progressed.

Since people like to see their names in print, most issues included items from or about the students. Favorite Bible verses, letters to the

Fig. 3. A grandmother working diligently on her lessons.

editor, births, marriages, and birthdays were typical of the type of coverage given.

Additional supplementary reading material was provided in the early part of the program through simple stories based on the word list of "Charts and Stories." From a study of occupations represented in the classes, lists of words needed in each major occupation were made. Booklets and some articles containing these words were written for the students.* To stimulate interest and to assure better understanding of the supplementary reading material, pictures and maps were used.

Additional reading material was provided each center for practice in reading.** In several sections of the area, local librarians purchased and made available reading material suitable for the new adult readers. They placed the books in a special section of the library, or checked out a supply of books to the centers.

Periodically, forms were sent to the centers for the students to use in expressing their reactions to the material they had read. After giving the name of the book or article, they were asked to answer "yes" of "no" to the following statements:

(1) The material was too hard to read;

(2) I could read harder material;

(3) I could read the material, but I could not understand it;

(4) I enjoyed reading the book.

Other opinions or comments were recorded by the volunteer teacher.

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*See Appendix A.

**See Bibliography in Appendix A for books used in various centers in the area.

The supervisors frequently prepared practice exercises to meet individual needs. One supervisor developed exercises to encourage the use of the dictionary. The following are examples:

(1) A contraction is a short way of writing two words together. "Don't is a contraction for "do not." Use your dictionary and find what the following contractions stand for: "we're," "won't," "aren't," "you're."

(2) We can learn many things from a dictionary. Find in the dictionary the information you need to finish these sentences. Look at the words underlined.

(a) There are 26 letters _ _ _____.
(b) ____ ___ __ in a library.
(c) An engine is a _____.

The first exercise was for use with the Rainbow Dictionary. The second is for the Golden Dictionary.

In one classroom the teacher used a flannelgraph on which to build stories, and to give practice in matching words and sentences. Commercial phonetic cards were used.* However, students enjoyed having their own sets of letters. The letters for the sounds introduced on the charts were written on 2 x 3 cards. Each student was given a set. A word was given, and the students competed to see who first could find the letters of the word and arrange them in the right order. These cards were also an aid in learning the alphabet and were frequently used in playing anagrams and bingo.

Dominoes were played with phrases written on cards and arranged in the pattern of dominoes. The students had to match the phrases, taken from the reading material, to win the game.

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*See Appendix A.

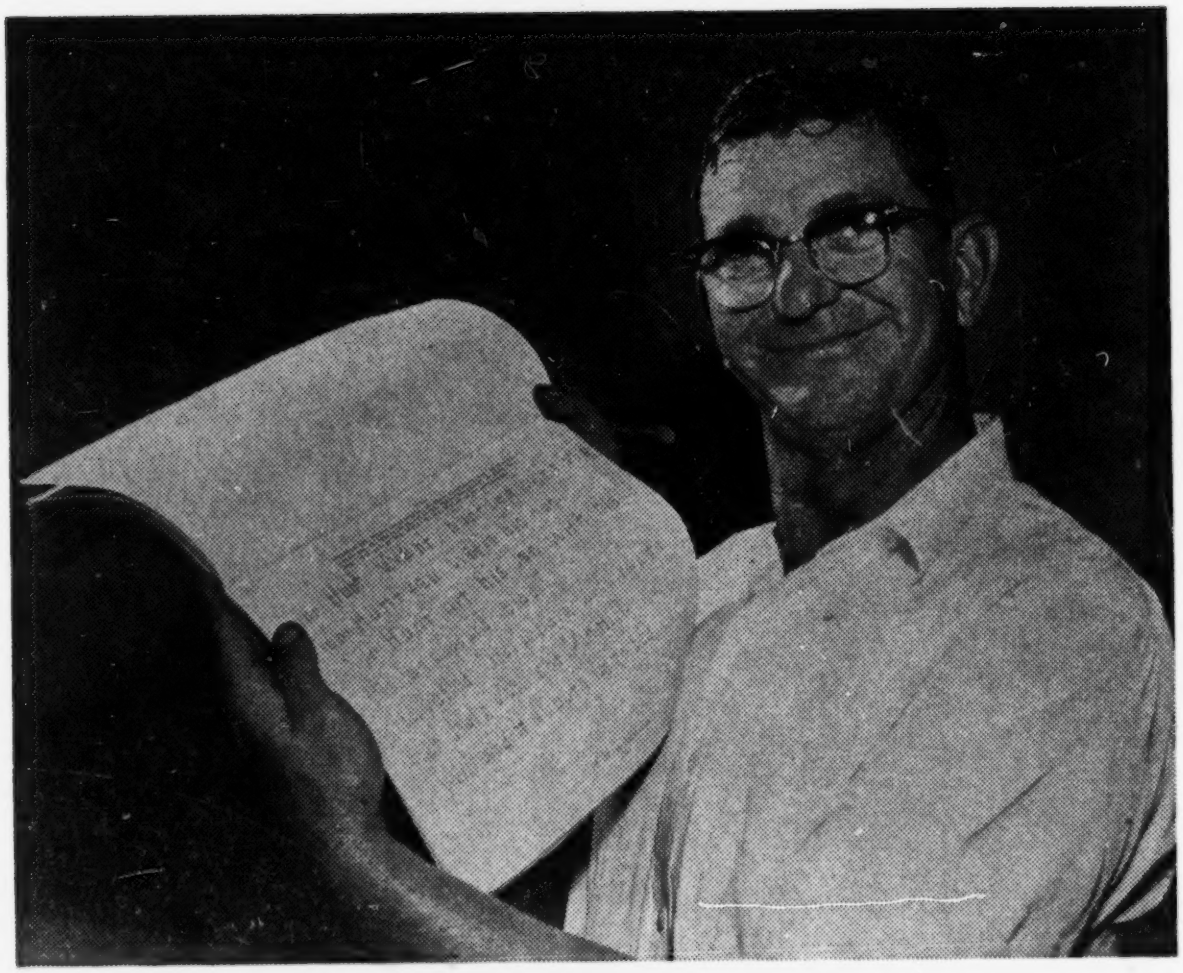

Figure 4. A student proudly displays his work

A simple teaching machine was developed to give the students practice in spelling and writing the word, Alabama, and the names of some cities in Alabama. The students enjoyed this device because they could check their own progress.

Exercises were prepared to give the students practice in filling out application blanks, writing checks, dialing numbers on a telephone, matching words that were alike in meaning, and opposite in meaning. They learned to read street signs, the names of buses, and names of stores in their particular area.

Practice was given in writing letters, the names of the days of the week, and months of the year. Special help was given students to

meet their particular needs, such as teaching a carpenter how to use a foot rule, a waitress how to write an order, and a truck driver how to write his daily report.

# CHAPTER IV

## EVALUATION OF THE LITERACY TRAINING

### Student Enrollment and Student Retention

Some understanding and a partial evaluation of the literacy training program can be obtained by studying the characteristics of the group of students who chose to enroll in the program, the proportion of them who completed it, and the reasons for dropping out given by those who did not complete the program.

In all, 608 students embarked upon the program. Of these, 254 completed the work, and 354, or 58.2 percent, terminated their attendance some time before the end of the sessions. The characteristics of the group as a whole, and the termination rates, are shown by sex, race, and type of sub-grouping in Table 1.

It can be seen that there are slightly more white than Negro students, and that the division between men and women is quite different for the two racial groups. About four-fifths of the white group consisted of men, while less than half of the Negro group were males. The percentage of terminations is somewhat lower for the women, and also somewhat lower for the Negro students.

Table 2 presents information on enrollment and terminations by age and sex. The median age of all enrollees was 42.4 years. The age group of 40 to 50 provided the largest number of students, but enrollment was spread evenly over the age range from 20 to 60. The median age for drop-outs was two years lower than that for the total group,

TABLE 1

ENROLLMENT AND TERMINATION IN RELATION TO
TYPE OF PROGRAM, SEX AND RACE

| | White | | Negro | | Total | |
|---|---|---|---|---|---|---|
| Number Enrolled | Male | Female | Male | Female | Male | Female |
| Representative TV | 165 | 39 | 113 | 118 | 278 | 157 |
| Representative PP | 82 | 11 | 13 | 14 | 95 | 27 |
| Repeater TV | 10 | 2 | 7 | 15 | 17 | 17 |
| Non-English TV | 4 | 15 | -- | -- | 4 | 15 |
| Total | 261 | 67 | 133 | 147 | 394 | 214 |
| Number Terminated | | | | | | |
| Representative TV | 114 | 24 | 67 | 55 | 181 | 79 |
| Representative PP | 44 | 7 | 7 | 8 | 51 | 15 |
| Repeater TV | 8 | 2 | 2 | 6 | 10 | 8 |
| Non-English TV | 2 | 8 | -- | -- | 2 | 8 |
| Total | 168 | 41 | 76 | 69 | 244 | 110 |
| Percent Terminated | | | | | | |
| Representative TV | 69.1 | 61.5 | 59.3 | 46.6 | 65.1 | 50.3 |
| Representative PP | 53.7 | 63.7 | 53.8 | 57.1 | 53.7 | 55.6 |
| Repeater TV | 80.0 | 100.0 | 28.7 | 40.0 | 58.8 | 47.1 |
| Non-English TV | 50.0 | 53.3 | -- | -- | 50.0 | 53.3 |
| Total | 64.4 | 61.2 | 57.1 | 46.9 | 61.9 | 51.4 |

TABLE 2

ENROLLMENT AND DROP-OUT BY AGE AND SEX

| | Enrollment | | | Termination | | | Percent Termination | | |
|---|---|---|---|---|---|---|---|---|---|
| Age | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 70+ | 12 | 11 | 23 | 6 | 6 | 12 | 50.0 | 54.5 | 52.2 |
| 60-69 | 33 | 15 | 48 | 15 | 7 | 22 | 45.4 | 46.7 | 45.8 |
| 50-59 | 58 | 66 | 124 | 34 | 32 | 66 | 58.6 | 48.5 | 53.2 |
| 40-49 | 93 | 61 | 154 | 56 | 29 | 85 | 60.3 | 47.5 | 55.2 |
| 30-39 | 83 | 38 | 121 | 53 | 22 | 75 | 63.8 | 57.9 | 62.0 |
| Under 30 | 117 | 21 | 138 | 80 | 14 | 94 | 68.4 | 67.7 | 68.1 |
| Median | 39.1 | 47.3 | 42.4 | 37.4 | 46.1 | 40.4 | | | |

TABLE 3

ENROLLMENT AND DROP-OUT BY OCCUPATION AND RACE

| Occupation | Enrolled | | | Terminated | | | Percent Terminated | | |
|---|---|---|---|---|---|---|---|---|---|
| | White | Negro | Total | White | Negro | Total | White | Negro | Total |
| Retired | 9 | 14 | 23 | 5 | 7 | 12 | 55.5 | 50.0 | 52.2 |
| Unemployed | 17 | 8 | 25 | 11 | 6 | 17 | 64.7 | 75.0 | 68.0 |
| Housewives | 42 | 12 | 54 | 23 | 8 | 31 | 54.6 | 67.7 | 57.4 |
| Craftsmen: mechanics, carpenters, etc. | 46 | 11 | 57 | 30 | 3 | 33 | 65.2 | 27.2 | 57.9 |
| Operatives & kindred workers: mill, etc. | 52 | 15 | 67 | 32 | 8 | 40 | 61.6 | 53.3 | 60.0 |
| Truck drivers & heavy equipment operators | 27 | 3 | 30 | 16 | 1 | 17 | 59.3 | 33.3 | 57.7 |
| Service workers: janitors, attendants, maintenance | 26 | 45 | 71 | 14 | 24 | 38 | 53.9 | 53.3 | 53.5 |
| Domestics | 9 | 107 | 116 | 8 | 47 | 55 | 88.9 | 43.9 | 47.4 |
| Farm laborers & farmers | 30 | 15 | 45 | 17 | 11 | 28 | 57.7 | 73.3 | 62.2 |
| Unskilled labor: yard, helpers, apprentices | 57 | 43 | 100 | 41 | 27 | 68 | 71.9 | 62.8 | 68.0 |
| Unclassified | 13 | 7 | 20 | 12 | 3 | 15 | 92.3 | 42.9 | 75.0 |

and the median age for those completing the program was correspondingly higher. Thus, there was a difference of about five years in average age between those who completed the program and those who terminated. Corresponding to this, Table 2 shows a progressively higher drop-out rate for the younger students.

Table 3 shows the occupational classification of the members of the group.* Many specific occupations are represented, though they fall predominantly in unskilled categories. Because of the rather small numbers in most occupational categories, not much weight can be placed on the differences in drop-out rates between occupations. However, it may be noted that the rate is lowest for domestic and service workers and highest for the unclassified, the unemployed, and those in unskilled and somewhat marginal jobs.

Table 4 presents data on reported highest school grade reached. Though a fifth of the group reported as much as five years of schooling and a fifth reported none, the level typical of the group was two or three years. It is clear that the group, as a whole, had had very limited exposure to schooling. Drop-out rates are not related in any

Table 4

ENROLLMENT AND DROP-OUT BY HIGHEST SCHOOL GRADE ATTENDED

| Highest Grade Attended | Enrollment | Terminated | Percent Terminated |
|---|---|---|---|
| 5+ | 128 | 75 | 58.6 |
| 4 | 47 | 23 | 48.9 |
| 3 | 102 | 60 | 58.8 |
| 2 | 95 | 57 | 60.0 |
| 1 | 61 | 41 | 67.2 |
| 0 | 147 | 82 | 55.1 |
| Not given | 29 | 18 | 62.1 |

*See page 23.

systematic way to years of schooling, though reasons for dropping out are different in some respects for those with little and those with relatively more schooling.

Students gave many reasons for enrolling in the course. Of the students giving a reason, 32 percent came to enhance the self--to gain independence, confidence, enrichment. Occupational improvement was the reason given by 21 percent. Another 13 percent came for purposes of communication--to learn to read and write letters, and to read the newspaper. An additional 13 percent came for religious purposes--to learn to read the Bible or to be better leaders in their churches. The desire for better business skills was expressed by 5 percent. To help children or encourage spouse was given by 4 percent. Another 4 percent wanted to learn to read for pleasure, and 5 percent for good citizenship.

It was quite evident that motivation for entering the course had a great effect upon the student as to whether he remained for the entire program or dropped out. However, other factors were involved. An analysis of reasons given for dropping out of the program is shown in Table 5. The table shows frequency in relation to race, age, and grade reached in school. Also shown are timing of drop-out in relation to reason for dropping.

The most common reason given for discontinuing attendance had to do with inadequacy of the local center, either in relation to physical facilities or inability to obtain teaching personnel. Next, in order of frequency, were change of job or conflict with job, family needs, and personal health. Furthermore, a group of 41 students, typically those with a number of years of previous schooling, reported they found

TABLE 5

TOTAL DROP-OUTS BY REASONS
TV AND PP

| Occupation | Total | Time of Drop-Out* | | | | | Age | | | | | | Last Grade Attended** | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | W | N | SON | DJF | MAM | 20 | 30 | 40 | 50 | 60 | 70 | 0 | 1 | 2 | 3 | 4 | 5 | NG*** | |
| Teacher and/or center difficulty | 59 | 24 | 35 | 30 | 26 | 3 | 13 | 10 | 13 | 16 | 4 | 3 | 8 | 13 | 7 | 12 | 6 | 11 | 1 | |
| Job change or conflict | 57 | 44 | 13 | 25 | 26 | 6 | 18 | 17 | 18 | 2 | 1 | 1 | 16 | 5 | 7 | 9 | 4 | 10 | 4 | |
| Too easy | 41 | 21 | 20 | 32 | 9 | 0 | 12 | 16 | 7 | 5 | 1 | 0 | 1 | 1 | 5 | 5 | 3 | 19 | 5 | |
| Family needs | 43 | 32 | 11 | 18 | 13 | 12 | 19 | 9 | 6 | 5 | 2 | 2 | 9 | 7 | 10 | 3 | 0 | 8 | 3 | |
| Personal health | 43 | 22 | 21 | 17 | 16 | 10 | 6 | 4 | 12 | 13 | 6 | 2 | 11 | 0 | 8 | 13 | 0 | 11 | 0 | |
| Reason not clear | 27 | 10 | 17 | 8 | 9 | 10 | 3 | 5 | 10 | 7 | 2 | 0 | 5 | 5 | 3 | 3 | 1 | 8 | 2 | |
| Transportation | 32 | 18 | 14 | 14 | 17 | 1 | 8 | 4 | 7 | 10 | 2 | 1 | 5 | 3 | 9 | 8 | 4 | 1 | 2 | |
| Too hard, poor achievement | 19 | 14 | 5 | 8 | 6 | 5 | 3 | 7 | 3 | 3 | 2 | 1 | 8 | 2 | 4 | 0 | 2 | 1 | 0 | |
| Lack of interest | 16 | 14 | 2 | 7 | 7 | 2 | 9 | 1 | 3 | 2 | 0 | 1 | 5 | 0 | 2 | 3 | 3 | 3 | 0 | |
| Time of program | 9 | 5 | 4 | 4 | 3 | 2 | 1 | 1 | 5 | 1 | 1 | 0 | 1 | 2 | 2 | 3 | 0 | 1 | 0 | |
| Vision | 4 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | |
| Weather | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Objection to taking tests | 3 | 3 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | |
| Total | 354 | 209 | 145 | 165 | 135 | 54 | 94 | 75 | 85 | 66 | 22 | 12 | 70 | 41 | 57 | 60 | 23 | 75 | 18 | |

*S-Sept., O-Oct., N-Nov., etc.
**This does not include 10 non-English students
***NG-Grade not given.

the material too easy and dropped at an early date. By contrast, the 19 who dropped out because they found the course too hard and who generally had little previous schooling often persisted for a number of months before finally giving up.

Transportation problems were mentioned as a reason for termination in a number of cases. However, the evening hour at which the course was given was mentioned by only a few, and only three reported dropping out because of the examinations given during the course. A number of the reasons seem to have different weight at different ages, and a few can be related to level of previous schooling, as can be seen from examination of Table 5.

It is difficult to judge, in any absolute sense, whether one should be pleased or distressed at the evidence of the holding power of the program. On the one hand, a drop-out rate of almost 60 percent is enough to cause concern. But, on the other hand, one must recognize that there is a wide range of competing demands upon an adult group such as this.

## Achievements of the Students

As a further basis for evaluating the effectiveness of this literacy training program, five reading tests were given during the course of the year. The first four were informal tests constructed specifically for the project,* while the fifth was the Primary II level of the Metropolitan Reading Test.

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*See Appendix B.

The approximate dates of testing were:

Test 1 . . . . . October 7

2 . . . . . November 21

3 . . . . . January 13

4 . . . . . April 7

5 . . . . . May 12

For these informal tests some standard of comparison was established by giving the same tests to groups of children in grades 2, 3, and in some cases 4 in certain Alabama schools. For the Metropolitan test, the published national norms provided the basis for comparison. A "television completed" group was defined as those persons who had stayed through the year and taken the final standardized test. Cases were included in the "completed" group only if they took at least four of the five tests. A total of 181 cases met these requirements.

A "television withdrawn" group identified those who had taken the first test, but had taken neither of the last two tests. In most cases the records also indicated that these individuals had dropped out of the classes. Finally, data were available for a group whose instruction had been on a person-to-person basis rather than on TV. These included 45 who had completed instruction and 53 who dropped the work and did not take either of the final tests.

The numbers in the groups for which test results are reported fail to correspond to those for total enrollment in the program for several reasons. In the first place, no test results are reported for repeaters or for foreign language speaking students. In the second place, some test papers were invalidated by obvious copying, or could not be used

because the name was illegible. In the third place, absences cut down the numbers of those who were actually tested and for whom test scores could be reported.

The initial status of the experimental groups can be compared with each other and with second grade pupils in the Alabama schools on the basis of the first informal test given in early October. Distributions and medians for the four adult groups and for second graders are shown in Table 6.

TABLE 6

SCORE DISTRIBUTIONS OF THREE ADULT GROUPS AND OF SECOND GRADE PUPILS ON INFORMAL TEST #1

| Score | Television Completed | Television Terminated | Person-to-Person Completed | Person-to-Person Terminated | Second Grade |
|---|---|---|---|---|---|
| 25 | 21 | 22 | 5 | 4 | 47 |
| 22-24 | 33 | 35 | 6 | 13 | 46 |
| 17-21 | 34 | 24 | 8 | 5 | 38 |
| 12-16 | 16 | 24 | 8 | 5 | 36 |
| 7-11 | 18 | 18 | 2 | 3 | 11 |
| 0-6 | 20 | 36 | 14 | 17 | 2 |
| No. of cases | 142 | 159 | 43 | 47 | 181 |
| Median | 19.0 | 16.8 | 14.9 | 14.0 | 21.6 |

It can be seen that none of the adult groups did as well as children who were in the early months of the second grade. The TV group scored noticeably better than the person-to-person group. There was a definite tendency for those who later dropped out of the program to

make lower scores on the initial test than those who completed the work. The five groups can quickly be compared by examining their medians, the percentage getting perfect scores on the test, and the percentage scoring very low (defined as 0 to 6). These figures are shown below.

| | Median | Percent Perfect Scores | Percent Very Low Scores |
|---|---|---|---|
| Second Grade | 21.6 | 26 | 1 |
| TV Completed | 19.0 | 15 | 14 |
| TV Terminated | 16.8 | 14 | 23 |
| P-P Completed | 14.9 | 12 | 33 |
| P-P Terminated | 14.0 | 9 | 36 |

An examination of the data indicated that sex and job level were not important determinants of performance on the initial test, but that number of years of schooling and the student's statement of whether or not he could read were. These relationships can, once again, be seen by comparing the medians and the percentages of perfect and of very low scores, as shown below for the TV-completed group.

| Amount of schooling | Median | Percent Perfect Score | Percent Very Low Score |
|---|---|---|---|
| 0-1 year | 15.7 | 16 | 36 |
| 2-3 years | 18.1 | 16 | 18 |
| 4+ years | 21.5 | 18 | 0 |
| Stated could not read at all | 16.7 | 2 | 17 |
| Stated could read some | 21.9 | 24 | 12 |

Interestingly, years of education appears to be related to frequency of very low scores while a report of some ability to read is related

to the occurrence of perfect scores.

Distributions of scores on the subsequent tests were prepared for those in the "completed" groups and for the school children. Most of the "terminated" cases had no scores on the later tests. Both second and third grade pupils were included as comparison groups in the informal tests made especially for the project. The results for tests 2 and 3 are shown in Table 7, those for test 4 in Table 8, and those for the Metropolitan Reading Tests in Table 9.

TABLE 7

SCORE DISTRIBUTIONS OF TWO ADULT GROUPS AND OF SECOND AND THIRD GRADE PUPILS ON INFORMAL TESTS 2 AND 3

| Score | Television Completed | Person-to-Person | Second Grade | Third Grade |
|---|---|---|---|---|
| **Test 2** | | | | |
| 9-10 | 32 | 8 | 22 | 91 |
| 7-8 | 33 | 9 | 15 | 17 |
| 5-6 | 22 | 6 | 19 | 20 |
| 3-4 | 29 | 4 | 39 | 17 |
| 1-2 | 33 | 8 | 12 | 9 |
| 0 | 11 | 8 | | |
| No. of cases | 160 | 43 | 107 | 164 |
| Median | 5.1 | 5.0 | 4.8 | 8.8 |
| **Test 3** | | | | |
| 12 | 45 | 8 | 17 | 55 |
| 10-11 | 52 | 11 | 9 | 36 |
| 8-9 | 14 | 1 | 11 | 14 |
| 6-7 | 9 | 7 | 12 | 5 |
| 4-5 | 7 | 1 | 3 | 2 |
| 0-3 | 21 | 11 | 4 | 3 |
| No. of cases | 148 | 39 | 56 | 115 |
| Median | 10.4 | 8.5 | 9.3 | 11.2 |

TABLE 8

DISTRIBUTION OF TOTAL SCORE ON TEST 4 FOR TELEVISION AND PERSON-TO-PERSON GROUPS AND FOR PUBLIC SCHOOL SECOND AND THIRD-GRADERS

| Score | Television Completed | Person-to-Person | Second Grade | Third Grade |
|---|---|---|---|---|
| 27 | 24 | 7 | 14 | 33 |
| 24-6 | 37 | 9 | 25 | 69 |
| 20-3 | 24 | 4 | 11 | 16 |
| 15-9 | 31 | 5 | 8 | 14 |
| 10-4 | 23 | 4 | 10 | 11 |
| 5-9 | 15 | 8 | 21 | 7 |
| 0-4 | 8 | 4 | 30 | 3 |
| No. of cases | 162 | 41 | 119 | 153 |
| Median | 20.2 | 19.0 | 13.7 | 24.6 |

On tests 2 and 3, the two adult groups did about equally well, and about as well as children in the second grade at a corresponding period in the year. The TV group maintained a slight lead over the person-to-person group, but this is less noticeable than it was at the time of the initial test.

On test 4, the adults appear to have moved ahead of second grade children, though not scoring as well as third graders. A comparison of medians, perfect scores, and very low scores (0-9) shows the following:

| | Median | Percent Perfect Scores | Percent very Low Scores |
|---|---|---|---|
| Third grade | 24.6 | 22 | 7 |
| TV | 20.2 | 15 | 14 |
| Person-to-person | 19.0 | 17 | 29 |
| Second grade | 13.7 | 12 | 43 |

The most dramatic differences are in the percentage of very low scores, but in all the indices, the adult groups fall about midway between the second and third grade pupils.

TABLE 9

DISTRIBUTION OF GRADE EQUIVALENTS FOR PART SCORES OF METROPOLITAN READING TEST FOR TELEVISION AND PERSON-TO-PERSON GROUPS

| | Word Knowledge | | Word Discrimination | | Reading | |
|---|---|---|---|---|---|---|
| Grade Equiv. | TV | P-P | TV | P-P | TV | P-P |
| 3.2 + | 25 | 5 | 32 | 4 | 20 | 11 |
| 2.8 - 3.1 | 19 | 8 | 24 | 8 | 24 | 8 |
| 2.4 - 2.7 | 49 | 13 | 41 | 9 | 20 | 4 |
| 2.0 - 2.3 | 19 | 5 | 28 | 5 | 38 | 7 |
| 1.6 - 1.9 | 44 | 6 | 27 | 8 | 41 | 8 |
| - 1.5 | 17 | 8 | 23 | 8 | 28 | 6 |
| No. of cases | 173 | 45 | 172 | 42 | 171 | 44 |
| Median | 2.40 | 2.49 | 2.46 | 2.35 | 2.12 | 2.45 |

When we move to the final test, the Metropolitan Reading Test, the reference group changes. We are now comparing the adults with a national group of school children rather than one selected from schools in the State of Alabama. The results of such a comparison, shown in Table 9, indicate that, on most of the measures, the adults at the end of the program, whether it be television or person-to-person, are performing at the level that is characteristic of children about half-way through the second grade. The Metropolitan Reading Test at this level yields three scores--one for word knowledge, one for word

discrimination, and one for reading of connected prose. The only notable deviation from a grade equivalent of about 2.4 is for the TV group in connected reading, and in this case the median is 2.12. Thus, though the adults seemed to be keeping pace with Alabama second grade pupils and even outscoring them on test 4, they have not reached a level of achievement comparable to that of the second grade student at the end of the school year when the national norm is used as the yardstick.

On the final test, the television and person-to-person groups scored about equally well on the tests of word knowledge and word discrimination. However, the television group did noticeably poorer work on the test of connected reading. The person-to-person group surpassed them by a third of a grade. This is even more notable because the person-to-person group received distinctly lower scores on the initial test in the fall. The data are limited since the person-to-person group is quite small, but there is at least a suggestion that television teaching is less effective than the person-to-person procedure in developing the skills of connected reading.

A number of break-downs were made of the main "television completed" group. These divisions are summarized in tables 10, 11, and 12. Table 10 shows medians for three age groups and for men and women for each of the tests. Examination of this table fails to reveal any substantial and consistent differences among the sub-groups. Though the women did somewhat better on most of the tests, they failed to surpass the men on test 3 or on the connected reading test of the Metropolitan. Age differences were generally small and inconsistent

TABLE 10

MEDIAN SCORES ON ALL TESTS FOR SEPARATE AGE AND SEX SUB-GROUPS
("Television Completed" Group)

| | Age Groups | | | | |
|---|---|---|---|---|---|
| | Under 40 | 40-49 | 50 and over | Men | Women |
| Test #1 | 19.2 | 18.5 | 19.2 | 18.4 | 20.7 |
| Test #2 | 6.4 | 4.0 | 4.7 | 4.3 | 6.1 |
| Test #3 | 10.5 | 11.1 | 9.9 | 10.5 | 10.2 |
| Test #4 | 22.4 | 20.1 | 18.2 | 18.6 | 21.7 |
| Metropolitan | | | | | |
| Word Knowledge | 2.49 | 2.19 | 2.39 | 2.36 | 2.47 |
| Word Discrimination | 2.41 | 2.38 | 2.54 | 2.39 | 2.54 |
| Reading | 2.19 | 2.22 | 2.13 | 2.12 | 2.13 |
| ("Television Terminated" Group) | | | | | |
| Test #1 | 17.6 | 15.9 | 16.8 | 14.4 | 22.6 |

TABLE 11

MEDIANS ON READING TESTS FOR TWO OCCUPATIONAL SUB-GROUPS OF MEN
("Television Completed" Group)

| | Unskilled | Other |
|---|---|---|
| Test #1 | 18.4 | 18.2 |
| Test #2 | 3.9 | 5.0 |
| Test #3 | 9.3 | 10.7 |
| Test #4 | 18.1 | 20.3 |
| Metropolitan | | |
| Word Knowledge | 2.11 | 2.45 |
| Word Discrimination | 2.38 | 2.39 |
| Reading | 2.02 | 2.25 |

in direction. By contrast, the TV terminated group shows large sex differences on the initial test, the men falling far below the women.

In table 11 medians are presented for the groups of men in relation to their occupational status. The appraisal of occupational status was based on quite limited information and is probably not very reliable. Most of the men were in unskilled occupations; consequently, the analysis has been limited to comparing those described as "unskilled" with those described as "other." Differences in general are quite small. There is essentially no difference on the initial test, and only a slight tendency for those classified as "other," who are primarily employed in semi-skilled and skilled occupations, to do better on the later tests.

The third type of breakdown of scores was determined by the student's report of the highest grade he had reached in his school attendance, and his report of whether he could read at all at the beginning of the program. The grouping by educational level put those reporting no education or not over one year in the first category, those reporting two or three years of schooling in a second, and those reporting four or more years in a third. Individuals who reported any initial ability to read were put in the "yes" grouping, and the "no" category was reserved for those who reported absolutely no initial ability to read. The results are shown in table 12.

It is hardly surprising that on the initial tests those who had received more schooling and those who reported some degree of ability to read scored better. But one must note that these differences persist in the later tests as well. The sub-groups appear to be as

sharply differentiated in the final Metropolitan test scores as on the initial tests, so that those adults who had received essentially no schooling prior to the course and those who reported having no ability to read at the beginning of the year were performing at a level comparable to that of a recently promoted first grader, while those who had at some time experienced as much as four years of exposure to school and those who reported some initial ability to read demonstrated an ability equivalent to that of the average child in the middle of the second grade (comparisons based on the national norms for the Metropolitan test). In part, at least, final achievement was a reflection of initial educational status.

TABLE 12

MEDIAN SCORES ON READING TESTS FOR SUB-TESTS BY YEARS OF SCHOOLING AND BY PREVIOUS READING ("Television Completed" Group)

| | No. of Grades of Previous Schooling | | | Previous Reading | |
|---|---|---|---|---|---|
| | 0-1 | 2-3 | 4 or more | No | Yes |
| Test 1 | 15.7 | 18.1 | 21.5 | 16.7 | 21.9 |
| Test 2 | 3.2 | 4.5 | 6.7 | 3.5 | 6.5 |
| Test 3 | 7.0 | 10.2 | 11.1 | 9.3 | 10.8 |
| Test 4 | 11.4 | 18.9 | 24.2 | 14.3 | 22.7 |
| Metropolitan: | | | | | |
| Word Knowl. | 1.82 | 2.40 | 2.59 | 1.92 | 2.49 |
| Word Discr. | 1.84 | 2.31 | 2.61 | 2.02 | 2.61 |
| Reading | 1.77 | 2.03 | 2.38 | 1.84 | 2.27 |

One further analysis was carried out to see to what extent initial achievement status was a determinant of final achievement. Correlations were computed between score on test 1 and score on test 4, and between

score on test 1 and grade level on the test of connected reading in the Metropolitan Reading Test. These correlations were .41 and .38 respectively. In view of the brevity of the initial test and of the limited range of achievement in the group, these correlations are perhaps as high as one should expect. However, they indicate that final level of achievement is determined only in small part by performance at the beginning of the program.

The literacy training program had as one of its objectives the development of handwriting ability. Evaluation of achievement in this area was more difficult than evaluation of reading ability, because of the lack of appropriate scales and instruments. One attempt was made to carry out an appraisal in connection with the informal reading test 4 (given after approximately six months of instruction). At that time, several sentences were dictated, to be copied by the students. Each student's writing sample was rated separately by the project director and a supervisor. Two sources of comparison were used to arrive at an approximate grade level score:

(1) Comparison with the handwriting of public school students in grades two and three who took the same tests as the adult students. The children's tests which were used for comparison included superior, average, and poor samples from both grades.

(2) Comparison with published handwriting scales.[1] It may be well to note, however, that the published handwriting scales are meant to be used for the evaluation of sentences identical to those on the scale, and are memorized ahead of time by the student. The sentences dictated to the literacy students were unfamiliar to them, and emphasis was given to spelling and punctuation as well as to handwriting.

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[1]Scales used: (a) Scale for Evaluating Handwriting published by the Economy Company, Oklahoma City, Oklahoma, (b) Noble's Handwriting Scale, Noble and Noble, Publishers, Inc., 67 Irving Place, New York.

TABLE 13

RATING OF WRITING SAMPLE BY GRADE OF PREVIOUS SCHOOLING AND PREVIOUS ABILITY TO READ

| Writing Score | No. of Grades of Previous Schooling | | | | Previous Reading | |
|---|---|---|---|---|---|---|
| | 0-1 | 2-3 | 4 or more | Total | No | Yes |
| 4.5 | | | 3 | 3 | 2 | 1 |
| 4.0 | | 1 | 3 | 4 | | 4 |
| 3.5 | 3 | 10 | 11 | 24 | 7 | 17 |
| 3.0 | 3 | 13 | 20 | 36 | 8 | 28 |
| 2.5 | 3 | 13 | 21 | 37 | 8 | 29 |
| 2.0 | 5 | 9 | 12 | 26 | 10 | 16 |
| 1.5 | 6 | 5 | 1 | 12 | 6 | 6 |
| 1.0 | 5 | 3 | 1 | 9 | 7 | 2 |
| 0.5 | 0 | 0 | | 0 | | |
| 0.0 | 1 | 1 | | 2 | 1 | 1 |
| Median | 1.85 | 2.61 | 2.77 | 2.62 | 2.28 | 2.72 |

In general, the following aspects of handwriting were considered:

(1) formation of letters,

(2) spacing within words and between words,

(3) alignment,

(4) ease.

Results for the tabulation of writing scores in the "television completed" group, with breakdowns by years of schooling and student's statement concerning initial ability to read are shown in Table 13. For the average adult, writing ability is represented by a level a little above scale value 2.5 on the scale of ratings. This scale value is defined as handwriting characteristic of the middle of the

second grade. Once again, handwriting performance is definitely related to years of early schooling and to a report of being able to read in some degree.

## CHAPTER V

## OBSERVATIONS CONCERNING THE LITERACY PROJECT

An effort was made to assess the value of the literacy project in ways other than through the testing program. A total number of 364 volunteer teachers, who worked in the area during the program, gave approximately 10,975 hours of service. An interview guide was prepared to aid these teachers in giving their evaluation of the effectiveness of the program. Under the questions listed below, a summary of their responses is given:

### Summary of Volunteer Teacher Questionnaire

I. What should we be sure to keep the same? What went especially well? Was there anything your students especially liked?

The majority of volunteer teachers responding to the questionnaire felt the program should be kept the same for beginners, especially for the first half of the series. In addition, they were unanimous in feeling that the following phases of the program should be the same:

emphasis on the sounds of the letters,

charts and stories,

organization of the lessons in Streamlined English,

students' kits with the exception of the writing practice tablet,

pattern for the organization of the centers,

classroom procedure,

size of the class,

opportunity for class participation,

unfavorable comment on poor TV reception by two teachers.

The following were listed as being especially helpful:

guide lines in the writing books,

reading in unison with the TV teacher,

oral reading lessons from the book,

association of objects with the reading material,

practice sessions before the television lessons.

The response to the question, "What did the students especially like?" brought many answers:

(1) the students liked the thrill of discovering how rapidly they were learning to read right from the first lesson;

(2) they especially liked the supplementary reading material that related to everyday life;

(3) the newspaper and the crossword puzzles seemed to have priority.

The students seemed to respond most favorably to activities such as:

learning to write checks,

using the telephone,

writing their names,

filling out application blanks,

using the dictionary,

making any practical application of the basic skills learned.

The follow-up of the reading by a board review, flash cards, and word charts was well received. In addition, the teachers' comments indicated that the writing lessons and spelling by sound were very effective.

Most of all, the students seemed to appreciate the individual attention they received and the effort the teachers made to have the class periods meaningful.

II. What changes should we make? Where were the "bugs" -- the difficulties?

A number of teachers said they would make no changes. However, most pointed out places where improvement could be made. A change in the time of the class to an earlier hour and on different nights was recommended. Some felt the series should be shortened. Others felt the writing lessons moved too fast, and too much material was crowded into the last three or four months. Certain kinescopes should be omitted, and programs adjusted to a more even pacing. A revision of Streamlined English with fewer new words in the word lists of the last lessons was suggested. More emphasis should be placed on home study with assignments on subjects pertinent to everyday life. Some teachers felt that additional training workshops would help those working with slow students. One recommended a roving teacher to give extra help at home. A number felt the televised lessons should precede the classroom work.

A few of the teachers expressed no difficulties. The difficulty most frequently mentioned was in the pacing of the program. It moved too fast for some and too slowly for others, or the program was too slow in the beginning and too fast at the end. Teachers felt they needed more techniques for phonetic drills, and more time in the program for such drills. Poor television reception and shortage of volunteer teachers were other difficulties listed.

III. How was the TV signal? How were the TV programs?

Most of the responses indicated the signal was good. One-fifth of the responses showed fair reception. A small number stated that the reception was poor.

The majority of the volunteer teachers felt the programs ranged from excellent to good. The most frequent objection aimed at pacing. Students could not always keep up. Some felt the instructions on some programs were not clear.

IV. What about the reading book, Streamlined English?

Teachers responded most frequently to this question with "good" or "excellent." Additional comments such as "pictures with stories good, simple, and understandable," and "students seemed to enjoy it and made even and gradual progress" were given. Adverse statements included: "some discrepancies," "review lessons confusing," "some words not a good illustration of the rule," "could be more simplified and cover less advanced material," and "spelling words as they sound sometimes caused confusion."

V. What about the newspaper? Other supplementary material?

With a few exceptions, the word "good" characterized all responses. Some added further comments: "the material kept students' interest high," "it stimulated and encouraged students to read more," "the paper served a very useful purpose in bridging the gap from the absence of reading to the regular press," "today's information familiarized them with today's words," "it was very helpful," "I really needed the extra material," "the puzzles were good."

A number of teachers did feel the paper was too hard for the students to read without help. Others said there was not enough class time for supplementary work. The little books used were well liked, but comments of the teachers centered more on the newspaper.

VI. What about the writing books?

More than 82 percent of the comments were "good." Statements such as the following were included: "guide lines helpful for beginners," "encouraged practice," "serves the useful purpose of keeping material available for review." Suggested improvements included "a practice page between lessons," "no unlined pages," "eliminate the present confusion in page numbers," "smaller space between guide lines," and "make books less expensive."

VII. Did you have any pupils who did especially well? Who were especially enthusiastic? What were they like?

In answer to the first part of the question, most teachers gave an enthusiastic answer. Many commented on the appreciation and enthusiasm of the students. In gratitude for the opportunity of taking the course, the more apt students often helped the slower ones, giving support and encouragement. These students were among those drawing special comment from the volunteer teachers:

> One student maintained perfect attendance in spite of bad weather. He said he stayed up until midnight trying to read.
>
> One student postponed an operation because he would have to miss class.
>
> In spite of the death of her husband, and personal illness, one student moved from illiteracy to reading well.

A student was on the verge of dropping out because of poor vision. The Lion's Club furnished glasses. The student was very appreciative and made more progress than any other student in the class.

The students were always eager for classes to begin. When they had to miss, they would watch the televised lessons at home.

Some students wanted to improve other skills. They felt this program of reading and writing was a means to that goal.

Some students have sacrificed to attend classes. They came in spite of overtime work, and moving. One had to work in another state for several weeks. He would drive hard to get to class on Friday nights.

VIII. Any who gave special difficulty? What was the nature of the difficulty? What kind of student?

One-fifth of the teachers responding to these questions said they had no difficulty. The difficulty most frequently mentioned was the slow learner. Lack of self confidence, embarrassment if someone he knew discovered him in class, nervousness, and hypersensitivity were expressed as sources of difficulty. Also frequently mentioned was the difficulty some students had in retaining the material learned in previous lessons. Other difficulties included frequent absenteeism, drop-outs for unavoidable reasons, the inability to put together the sounds learned, inability to follow directions, fatigue after a day's work, students reading aloud when others read, poor eyesight, and word recognition.

IX. What would you say you found most satisfying about working as a volunteer teacher?

The statements of the teachers are listed in order according to the frequency with which they were expressed:

Being able to help someone in a small way.

Experiencing the student's enthusiasm and eagerness to learn.

The student's appreciation of the teacher.

Watching the expression on the student's faces as they mastered new words and new techniques.

Seeing the adults learn to read and write.

Knowing the students had confidence in the teacher.

Seeing the students gain new confidence in themselves and others.

The warm relationships that developed.

It is the most satisfying work for others I have ever done. I know of no other way to make so many so pleased with themselves.

One night one of the students said, "If only God will let me learn well enough to read my Bible, I'll be happy." That certainly repaid me!

X. What dissatisfactions or frustrations?

Two-fifths of the teachers responding to this question stated "none." The greatest frustration seemed to be the students attending irregularly. Late comers also presented difficulties for the teachers. Drop-outs were discouraging along with the students who did not have enough time to study outside of class. Some teachers expressed frustration in their inability to be understood. The following statements are noteworthy: "I couldn't devote enough time to one person. I needed more help"; "Sometimes coming to class and not being able to get into the building"; "Lack of cooperation from the community in the beginning"; "Outside annoyances such as telling students they weren't learning anything."

XI. How would you feel, generally, about working as a volunteer teacher another year?

Only two of the teachers answering the questionnaire gave an unqualified "no" without explanation. Two others expressed regret with explanations: One had a daughter entering college and needed to spend the time on a paying job; the other is moving to a distant state. Two were noncommittal. Four gave a "yes" with the following conditions: "if health permits," "if I am in a different center," "if a longer time were given to create community interest," "if I had help--mine this year let me down."

One-fifth of the teachers said, "I would like to help again but I feel three nights a week for eight months is too long and too confining. I will be glad to substitute or give one night a week." The other responses were enthusiastically "yes." Comments were as follows:

> I will be happy to work as a volunteer teacher.
>
> I am grateful I was chosen to work this year. I am hoping to serve again.
>
> If there are no TV classes, I'll find my own class.
>
> Knowing the things that were accomplished this year, I feel my time would be well spent as a volunteer teacher next year.
>
> I would like very much to work, for this experience has enriched my life and the life of my family as I shared with them the joys of my students.
>
> I will gladly do whatever I can to keep this fine program going.
>
> It was worth giving up my own professional meetings to teach. I'd do it again.

## Student Responses and Reactions

Many times the students expressed their appreciation to the volunteer teachers and to the supervisors for the classes. A number of them wrote letters of appreciation to the editor of The Lamplighter, to Dr. Norton, Administrator of the Project, and to the Governor of Alabama. The following are excerpts from some of these letters copied exactly as they were written:

November 23

> i Am Glad to let you hear from Me This i thank you for have patience with me You have Ben Good to me i Will do All you ask me to Do hope i will do better The time I have put in have hope me so much i Will Not for Get you

January 31

> Hi are you I am OK. I think you are good teacher. I wish I had more time to spend with my book. I think Mrs. Hunt is my best teacher. I like all of them teacher. I think they all are good to me. I like all of them they have been midy good to me. I want to thank them for bewen so nice to me while am in school

January 31

> I am writing you to tell you how much I enjoy going to Literacy School learning to read and write. Thank you for sending me the Lamplighters each week. I enjoy learning to read them and working the puzzles. I wouldn't take anything for what I am learning.

March 25

> I enjoy your newspaper very much. I appreciate you taking the time to help us. I am very greatful, and I know the rest of the students are also.

Some volunteer teachers sent in statements made by the students:

> Before I came to this class I was afraid of anyone with any amount of education, but by coming to this class I understand that educated people are not much different from me, except they can read and write. I would not give anything in the world for what this has done for me.

> I always said if I only had a chance I would really try my best to learn. Well, I've got that chance now and I don't intend to let anything stand in my way if I can help it.

Further evidence of the students' reactions to the program can best be described through anecdotal material submitted by the supervisors and volunteer teachers. These came from the different areas covered by the project.

> One volunteer teacher owns a store. One day she noticed a student sitting for some time in his car in front of the store. He seemed to be looking intently at her store windows, and she was puzzled as to why he would sit there so long apparently doing nothing. At last he entered the store and disclosed his purpose. "Mrs. W., I can read every sign in your window. It takes me a while, but I am able to figure every one of them. I know everything that you have for sale." When this student entered class, he could not write his name.

One teacher tells this story of a student's extreme appreciation of and devotion to the class:

> Mr. R. never missed a class. In fact, he came early. His appearance was always neat and his clothes clean. One night class had begun and the teacher was aware that Mr. R was not there. As she was wondering about him, he came in. He was dirty. His face and clothes were smut streaked. His seven-year-old son trailed behind him. He had never brought his children before.
>
> "I'm sorry I'm late. I'm sorry not to be cleaned up," he apologized. "But my house burned today. Everything was lost but the clothes we have on, and I had to bring my little boy. We are sleeping around with neighbors and he's to sleep with me."

A supervisor reports this story:

> Toward the end of the course the time of the year made being in the field instead of the classroom a must with the students who were farmers. Six such students of one center managed to leave work early, did their work ahead of time or saved it for the next day so they could attend their

"graduation exercises." The volunteer teacher had just finished congratulating these members and was about to lament the absence of one, when the rear door opened and Mr B., dressed in his work clothes, puffed in. He was rubbing his nose with a clean spot on the back of his hand as he explained, "I just picked up 9,000 chickens. I had to get them in the incubators, but I just had to come. Mrs. A. has done so much for me. I do want to go on studying if Mrs. A. and I can find the time to get together..."

At this point Mrs. A. interrupted Mr. B. who had made the highest score on the final test, "Well, Mr. B., you're the valedictorian of this class, and that's the best speech I've heard."

The class burst into a round of applause.

The following accounts are given by a supervisor:

T. was a young man about twenty-five. He had attended public schools but had been unable to make much progress in his reading. He had a speech impediment. He walked with his head down, and when he talked he could not look at the one with whom he was conversing. The volunteer took a special interest in T. When he spoke, she made him look at her. She helped him slow down his speech, and gave him special help in pronouncing difficult words. Because of the change in location of the center, the volunteer teacher felt she could not go alone. T. took care of that need by being at the center when the volunteer teacher arrived. He took care of opening the building, turning on the lights, and adjusting the television set. He did things for the other students. T. made progress in his reading, but most important was the change in T. His shoulders lifted. A light came into his eyes and a spring in his step. So noticeable was the change that customers on his milk route and others who knew him made an opportunity to comment to the volunteer teacher, the supervisor, and others in the administrative part of the program.

Mr. F. was a truck driver. His wife was a high school graduate, but he had never learned to read and write. He had to keep his time in his head until he came home and his wife could write it up for him. His wife's encouragement led him to enroll in the class. Impressed by his quick mind and eagerness to learn, the supervisor asked Mr. F., "How have you managed to keep your handicap a secret so long?"

"Oh, that's easy," he said, shrugging his shoulders. "When somebody hands me something to read I just fumble for my glasses and say, 'Oh, I forgot my glasses, will you read it for me?' Or take the paper in my hand and look it over like I'm reading, hand it back and say, 'Umm, that sounds pretty good.'"

Mr. F.'s writing developed beautifully. The letters were neat and well formed. When the supervisor visited the center a few weeks after the program was under way, Mr. F. could hardly wait to share his joy. "I don't have to wait until I get home to get my time written up. I can do it myself now."

Additional evidence of the students' interest in the program is shown by the fact that classes are continuing in the areas covered by the project. These classes are in the form of reading clubs and person-to-person instruction. Many students are requesting a second course.

A final evaluation of the program was compiled from observations made by the project director, area supervisors, many of the volunteer teachers, and additional persons such as members of A.A.U.W., public school teachers, and professors of education in the colleges in the area. These statements relate primarily to methods and materials used in the program, with the idea of revision for future programs, when possible. A compilation of these observations are in the files of the project director.

# CHAPTER VI

## SUMMARY AND IMPLICATIONS

This report describes the development and evaluation of a program of literacy training by television, using the Laubach instructional materials. The program involved, in all, about 600 students, of whom about 250 completed the work. The typical student was a person in his forties with two or three years of formal schooling at some time in the past.

At the beginning of the program, the students appeared to be reading considerably poorer, on the average, than a typical beginning second grade pupil in the Alabama schools. At the end of the year those who completed the program (a slightly superior selection of those who had started) appeared to have moved ahead somewhat further than Alabama second graders did during the same time. In comparison to national norms on a standardized reading test, they were reading at about the mid-second grade level. Even the handwriting ability was comparable to that of the mid-term second grade student.

Although this project was set up primarily for teaching literacy on television, classes with direct teaching (called person-to-person classes) were organized to meet a definite need. The final test indicated that the television and person-to-person groups scored equally well on word knowledge and word discrimination. However, the television group did poorer work on the test of connected reading.

It is a recognized fact that illiteracy is one of the nation's most serious problems. A quick eradication of illiteracy is imperative.

At the present time, literacy instruction is largely dependent upon voluntary services. Persons assisting with the TV classes require a minimum amount of specialized training. From this experiment, it appears that television instruction, with suitable supplementary material, can very adequately meet the need for a crash program on illiteracy.

All members of the staff of this project recognize that literacy training presents both difficult challenges and exhilarating opportunities. It is felt that the results of this research and experiment have helped to define the nature and scope of some of the problems. It may be well to focus attention upon the problem that consensus deems as one of major significance: that of identifying and enrolling adult illiterates in the classes. Although all sources which were known were used to get the students to the centers, we feel that there are many unexplored avenues. Much further study seems necessary to determine the best ways of motivating adult non-readers.

Another problem of equal importance appears to be that of student retention. Since literacy is only a means to an end, it was necessary to help the students apply their newly acquired skills to their everyday needs. There is a scarcity of material on adult-interest level to aid in this development.

Carrying out the program appeared to be a generally satisfying experience for the volunteer teachers, and their comments and reactions were predominantly favorable. There were many indications of enthusiasm and satisfaction from individual students.

The telecasts will be repeated in Alabama during the coming year, and volunteer groups are working to expand the present coverage, and to maintain the supplementary instructional services.

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Gray, William S. The Teaching of Reading and Writing. Chicago: Scott, Foresman and Company, 1956.

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Laubach, Frank C. and Robert S. Toward World Literacy. Syracuse: Syracuse University Press, 1960.

Reed, Wayne O. Basic Tasks for Adult Education Leadership. Washington: U. S. Department of Health, Education, and Welfare, 1960.

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# APPENDIX A

## MATERIAL USED IN THE PROJECT

### Basic Textbooks for Students

Laubach, Frank C., Streamlined English, (Revised ed.) New York: MacMillan Company, 1960.

Writing Book in Streamlined English Series, Memphis: Foundation for Foundation for World Literacy.

### Textbooks for Teachers

Teachers' Guide to Streamlined English Series. Memphis: Foundation for World Literacy.

Summaries of Television Lessons in Streamlined English Series. Memphis: Foundation for World Literacy.

### Teaching Material

Group-Size Picture Word Cards, by Dolch. The Gerrard Press, Champaign, Illinois.

Phonetic Drill Cards, No. 8252, Milton Bradley Company, Springfield Massachusetts.

Phonetic Wall Charts (22" x 34"), adapted from Frank C. Laubach's Streamlined English, Foundation for World Literacy, Memphis. (set of 3)

Phono-Word Wheels, Set B, Set 2, Set 3, Steck Company, Austin, Texas.

Guides, Schedules, and Forms developed for the Literacy Project:*

- Suggested Plan for the Organization of an Adult Literacy Program on TV
- Proposed Activities for Working Committees
- Suggestions for the Work of Various Clubs
- The Recruitment of Volunteer Workers and Students
- Helps for Calling on Prospective Students
- Schedule of Workshop for Volunteer Teachers

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*Available at cost from The Foundation for World Literacy, 201 Hickman Building, Memphis 3, Tennessee.

## BOOKS PREPARED ESPECIALLY FOR THIS PROJECT

Blankenship, Mildred. A Boy and his Plants. Baltimore: Literacy Center, Pikesville Box 5744.

Blankenship, Mildred. A Helper of Men, A Story of Thomas Jefferson. Memphis: Foundation for World Literacy, 201 Hickman Building.

Edwards, Fern. Adventures in the Library. Baltimore: Literacy Center, Pikesville Box 5744.

Hunt, Barbara. At Your Service.. Memphis: Foundation for World Literacy 201 Hickman Building.

## OTHER BOOKS USED IN THE PROJECT

Bailey, Bernadine. Alabama. Chicago: Albert Whitman & Company.

Barr, Jene. The Mailman. Chicago: Albert Whitman & Company.

Barr, Jene. Mike, the Milkman. Chicago: Albert Whitman & Company.

Barr, Jene. Policeman Paul. Chicago: Albert Whitman & Company.

Barr, Jene. Fireman Fred. Chicago: Albert Whitman & Company.

Barr, Jene. Texas Pete. Chicago: Albert Whitman & Company.

Bill Davis Gets a Social Security Card. Washington 25: U. S. Department of Health, Education, and Welfare, Social Security Administration.

Bright and Mitchell. A Day with the Brown Family, Reader One. New London, Connecticut: Arthur C. Croft Publications.

Bright and Mitchell. Making a Good Living, Reader Two. New London, Connecticut: Arthur C. Croft Publications.

Bright and Mitchell. The Browns at School, Reader Three. New London, Connecticut: Arthur C. Croft Publications.

Bright and Mitchell. The Browns and their Neighbors, Reader Four. New London, Connecticut: Arthur C. Croft Publications.

Carnes, Marion. Going to Have a Baby. Baltimore: Literacy Center, Pikesville Box 5744.

Collins, Robert E. The Story of Cotton. Memphis: Foundation for World Literacy, 201 Hickman Building

Darby, Gene. What is a Chicken? Chicago: Benefic Press.

Darby, Gene. What is a Frog? Chicago: Benefic Press.

Darby, Gene. What is a Tree? Chicago: Benefic Press.

Dolch. Dog Pals. Champaign, Illinois: The Garrard Press Publishers.

Everson, Beverly. Eating is Fun. Baltimore: Literacy Center, Pikesville Box 5744.

Gibson and Richards. First Steps in Reading English. New York: Pocket Books, Inc.

Jennison. From This to That. New York: David McKay Company, Inc., 1961.

Laubach, Frank C. The Stories of Jesus. New York: Committee on World Literacy and Christian Literature, 475 Riverside Drive. (Set of 3)

Men in the Armed Forces. Washington 25: Superintendent of Documents, Government Printing Office.

Peck and Fichter. Some Days to Remember. Los Angeles: Melmont Publishers, Inc.

Reading Skill Builder, Part One. Pleasantville, New York: Readers Digest Services, Inc., Education Office.

Reading Skill Builder, Part Two. Pleasantville, New York: Readers Digest Services, Inc., Education Office.

Reed, Mary. The Golden Dictionary. New York: Golden Press, Inc., Rockefeller Center.

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The Day Family, Book Two, No. J21.9:D33. Washington 25: Superintendent of Documents, Government Printing Office.

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When You Work in the United States. Washington 25: U. S. Department of Health, Education, and Welfare, Social Security Administration.

Wright, Herbert. Rainbow Dictionary. Cleveland: The World Publishing Company.

Zim, Spencer. What's Inside of Me? New York: William Morrow and Son.

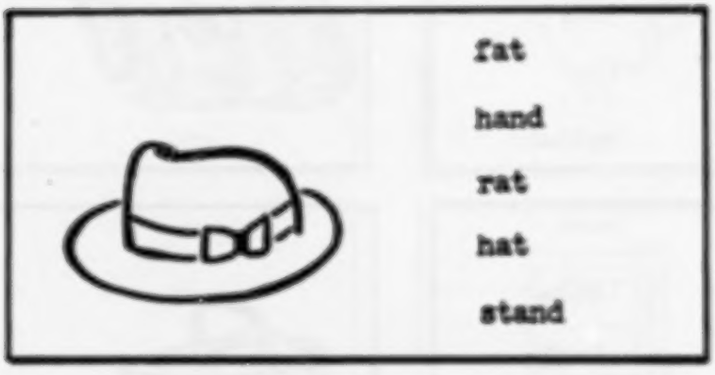
APPENDIX B

TEST 1

# ALABAMA LITERACY PROJECT

## FLORENCE STATE COLLEGE

Name _____



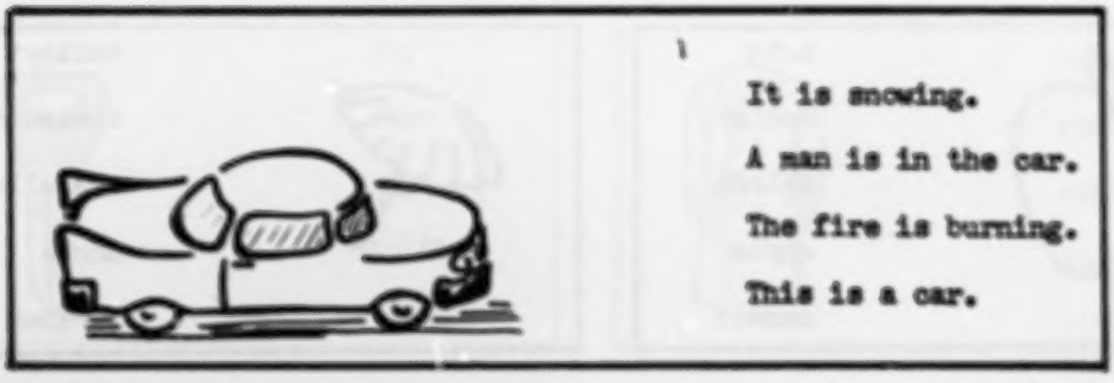
fat

hand

rat

hat

stand



It is snowing.

A man is in the car.

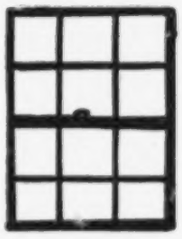
The fire is burning.

This is a car.

shore
ship
step
soup
shoe

wheel
woman
wine
whole
water

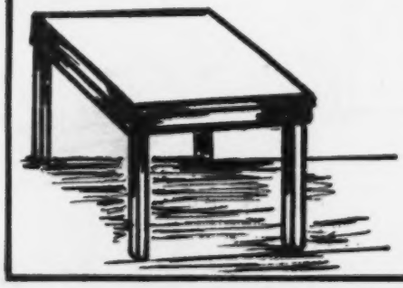
watch
hatch
walk
wheat
wood



wedding
welcome
weather
window
village

lady
bootee
baby
boat
button

newspaper
neighbor
number
nation
nothing



barn
table
stable
travel
teacher

balance
basin
battle
bottom
basket

auto
dollar
asleep
apple
answer

valley
treasure
umbrella
uncle
various

soap
bee
key
tree
trap

bell
ball
bank
brick
bread

hope
spoon
spoke
dress
table

look
bank
brook
body
book

box
cow
fox
home
boy

horse
home
hotel
knife
heart

stop
train
bun
gem
gun

floor
dust
dinner
door
dish

sky
kiss
key
knife
jelly

color
court
coat
goat
oats

This is a rocking chair.

The boy is carrying a chair.

Every book has one of these.

This has four legs and a seat.

This is a man.

The woman is reading.

The lady is sewing.

The girl is writing.

The man is sitting on a chair.

The boy is carrying a box.

The man is standing.

The ship is in the water.

The car is on the road.

The train is near the station.

The lady is cooking.

The boy is working hard.

The eggs are broken.

The boy is carrying a basket.

The boy is riding on a truck.

The boy is rowing a boat.

Copyright 1960 Florence State College

Date of Testing _____

APPENDIX B
TEST 2

# ALABAMA LITERACY PROJECT

## FLORENCE STATE COLLEGE

Reading and Writing I

Put your name here _____

Here's an egg in the pan.

The egg is in the _____

cup box bag pan

The fish are jumping in the _____

valley river hill tent

Copyright Florence State College Literacy Project, 1960

1. Mr. Hill picks up a snake. Mrs. Hill _____

yells tells zips thanks

2. Miss Hill is hurt. Mr. Hill _____

zips gives picks shuts

her up.

3. Sam gives his girl a ring for her _____

children whistle window finger

4. Mr. Hill takes his tent to the valley.

Sam puts it _____

up for will valley

5. This bird has _____

finger hand wings dish

1. Mrs. Hill puts an egg in the pan. Her girl sees the _____

snake egg tent wings

2. Mr. Hill gives Mrs. Hill a quarter. Mrs. Hill takes _____

it girl zipper us

3. The children tell Mr. Hill to get them _____ a box. The man gives it to _____

Mrs. Hill shop them him

4. The man sees a snake in the box. The man tells Mr. Hill to _____ the box.

shut hurt snake bag

5. Sam gives the girl an orange. The girl _____ him for it.

picks puts thanks yells

DATE _____

CENTER _____

LOCATION OF CENTER _____

APPENDIX B

TEST 3

# ALABAMA LITERACY PROJECT

## FLORENCE STATE COLLEGE

Put your name here _____

There's an egg in the cup. In the cup there is an _____ .

apple orange egg dish

The man sees the fish jumping in the _____.

river valley bill tent



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1. Mrs. Hill puts an egg in the _____.

river pan valley apple

2. Sam will give the girl a _____ for her finger.

ring egg box whistle

3. The children tell the man in the shop to give them a box. Mr. Hill goes to get a _____.

bird fish box ring

4. Mr. Hill gives Mrs. Hill a quarter. Mrs. Hill gives her girl an orange. Mrs. Hill thanks Mr. Hill for the _____.

orange apple bird quarter

5. Sam Hill gives an apple to his girl. The girl _____ him for it.

tells thanks takes zips

6. Sam Hill goes to the river. Mr. Hill sees the _____ jumping.

fish egg pan finger

7. The man tells Sam a snake is in the box. Mr. Hill tells the man to _____ the box up.

hurt snake shut hand

8. Mrs. Hill tells Sam to shut the _____ .

whistle quarter valley window

9. The man in the shop puts the fish in the _____ .

shop bag hill quarter

10. Mrs. Hill goes to the shop to get fish for her _____ .

children valley river tent

11. The bird has _____ .

picks thanks wings zips

12. In the shop, Will Hill gets an orange. Will gives the man in the shop a _____ for it.

whistle hand quarter tent

APPENDIX B
TEST 4

3-20-61

# ALABAMA LITERACY PROJECT

## FLORENCE STATE COLLEGE

Name_____

Address_____

City_____Phone_____

## Sentences

1._____

2._____

3._____

4._____

Date_____

Center_____

Location_____

☐ The bird is flying.

☐ The bird is sitting in the tree.

☐ The fish is in the basket.

☐ Three apples are on the table.

☐ The dog is under the table.

☐ There is a box on the table.

☐ The girl is eating her dinner.

☐ The boy is playing ball.

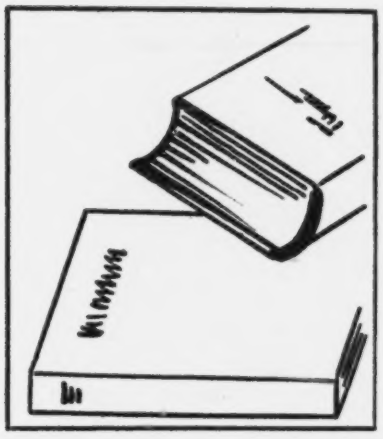
☐ The boy runs after the girl.

☐ The house is in the valley.

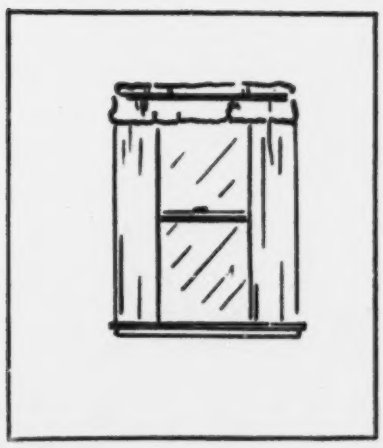
☐ The farmer works in the garden

☐ The children get the eggs.

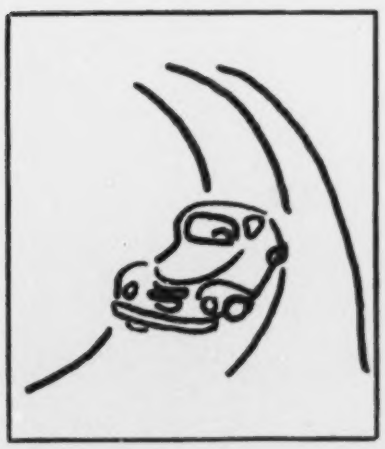
- [ ] The window is still open.
- [ ] The clothes are blowing on the line.
- [ ] Mary follows the nurse.



- [ ] Here are two new books.
- [ ] The papers are on the floor.
- [ ] The child has a new cat.



- [ ] The fire is burning the meat.
- [ ] The door of the kitchen is open.
- [ ] There are curtains in the window.



- [ ] Jack has a new coat.
- [ ] The car comes down the road.
- [ ] The river is in the valley.

## Practice

The girl has a cup in her hand.
An egg is in the cup.
The girl gives the cup to the man.

- - - - -

1. What is in the cup?

orange
egg
apple

2. What is in the girl's hand?

cup
dish
bird

---

I. John sells eggs.
He is a farmer.
He lives in the valley by the river.
He likes to hunt with his dog.
He hunts to get meat for his children.

1. John lives by the

lesson — river
mother — picture

2. What does John do with his dog?

hunt — fish
meat — whistle

3. What does John sell?

apples — oranges
eggs — butter

4. How many children has John?

three — five
seven — eight

5. What is John's job?

doctor — teacher
father — farmer

II. Bill Hill wanted to go fishing. He asked Arthur Burns to go with him. They went fishing in the river. Bill got only one fish. Arthur got three fish. They fished all afternoon. Mary Hill cooked the fish for dinner.

- - - - -

1. Bill went fishing in the

| | |
|---|---|
| pond | lake |
| river | liver |

2. How many fish did Bill get?

| | |
|---|---|
| one | three |
| two | four |

3. Who cooked the fish?

| | |
|---|---|
| Arthur | Bill |
| Jack | Mary |

4. How long did Bill fish?

all day
all afternoon
all night

5. How many people went fishing?

| | |
|---|---|
| one | two |
| three | four |

6. Bill had fish to eat for his

| | |
|---|---|
| lunch | doctor |
| dinner | dish |

III. Ruth went to the store to shop. She got eggs and a bag of oranges. She got apples for the children, too. She met Mary Brown outside the store. Mary wanted to talk about how she fell. She told Ruth how she hurt her leg. She fell in the garden. Ruth said, "That is too bad."

- - - - -

1. At the store Ruth got a bag of

| | |
|---|---|
| apples | oranges |
| cakes | candy |

2. Where did Ruth meet Mary Brown?

in the store
in the house
outside the store
in the garden

3. Mary Brown fell

in the store
in her house
in the garden
by the river

4. What did Ruth get for the children?

| | |
|---|---|
| eggs | candy |
| oranges | apples |

5. When Ruth heard that Mary fell, she was

| | |
|---|---|
| happy | burned |
| laughing | sad |

IV. Mary North is a teacher. She teaches the little children. She teaches them to read and write. The children like Miss North.

Miss North will marry Jack Day. Then she will live in the city. The city is in the valley by the river. Mary will not teach any more.

Mary is visiting Jack Day's sister. Jack's sister is a good friend. They are making cakes.

1. Mary teaches the children to

| | |
|---|---|
| eat | read |
| see | farm |

2. When she is married, Mary's name will be

| | |
|---|---|
| Day | North |
| Jack | Hill |

3. Where will Mary live?

on the farm
on a hill
in the city
by a factory

4. What is Mary making?

| | |
|---|---|
| cakes | oranges |
| eggs | children |

5. This is the last time Mary will

| | |
|---|---|
| write | eat |
| read | teach |

# APPENDIX C

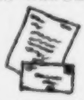
Play Ball!

Baseball season has begun. The first game was played on April 10. The Chicago White Sox and the Washington Senators played in Washington, D. C. President Kennedy threw out the first baseball to start the game. The White sox won.

Each ball team will play 154 games before next October. Then the two teams that have won the most games will play each other in the World Series.

. . . . . .

In the Mail Bag



This week we had letters from Brandon School in Florence.

The letters came from A. B. Sherrod, Jr., Clyde Powell, Lucian Cummings, and Flourney S. Jones. They said they like the paper, and the puzzles most of all. Thank you for your letters.

. . . . . .

Today's Bible verse was sent to us by Thad Bishop, 51 B, McKenzie Court, Tuscaloosa, Alabama.

"Let not your heart be troubled. Ye believe in God, believe also in me."
John 14:1

. . . . . .

The Lamplighter

Edition 18 — April 12, 1961

Hard Rain and High Wind

All last week it rained. It rained all over Alabama.

The rivers got very high. The Tombigbee River went over its banks. So did the Warrior.

The Coosa and the Cahaba ran over. The Tallapoosa and the Alabama did too.

The water came into the streets. It came into many homes. Many people had to leave their homes. The Red Cross helped the homeless people.

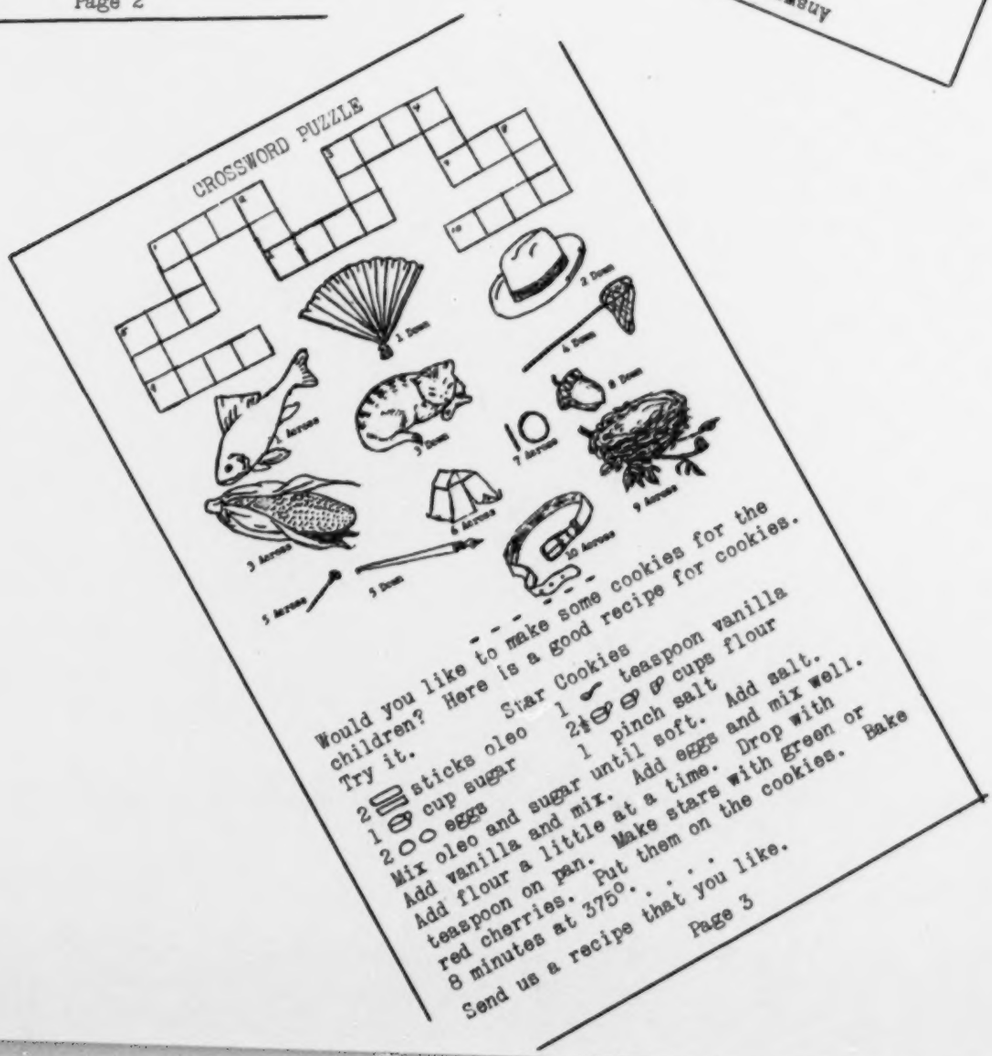
A small tornado came to Tuscaloosa. The tornado pulled up some trees. It broke some windows. But it did not hurt anyone very badly.

. . . . . .

Riddle

What has ears and cannot hear?

Answer to riddle--corn.



CROSSWORD PUZZLE

Would you like to make some cookies for the children? Here is a good recipe for cookies. Try it.

Star Cookies

2 sticks oleo
1 cup sugar
2 eggs
1 teaspoon vanilla
2½ cups flour
1 pinch salt

Mix oleo and sugar until soft. Add salt. Add vanilla and mix. Add eggs and mix well. Add flour a little at a time. Drop with teaspoon on pan. Make stars with green or red cherries. Put them on the cookies. Bake 8 minutes at 375°.

. . . . .

Send us a recipe that you like.